

## Meyer Center for Special Children

1132 Rutherford Road  
Greenville, South Carolina 29609

**Grades** PK-K Primary School

**Enrollment** 38 Students

**Principal** Louise Anthony 864-250-0005

**Superintendent** Dr. Phinnize J. Fisher 864-355-8860

**Board Chair** Charles J. Saylor 864-268-3128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent

9

Good

0

Average

0

Below Average

0

Unsatisfactory

0

## IMPROVEMENT RATING

EXCELLENT

## ADEQUATE YEARLY PROGRESS

NO

Definition: As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for Adequate Yearly Progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for Adequate Yearly Progress.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	N/A
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Good	Yes
<b>2006</b>	Excellent	Excellent	No

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERFORMANCE RATING CRITERIA**

Student attendance rate	94.3%
Student-teacher ratio in core subjects	8.6 to 1
Percent of parents attending conferences	99.0%
Days of professional development devoted exclusively to knowledge and skills in working with children less than eight years old.	3.8

**Type of accreditation:** *(More than one may apply)*

- ☐ Not pursuing accreditation  
☐ Conducting a self-study  
☐ State Department of Education  
☐ Southern Association of Colleges and Schools  
☐ American Montessori Society  
☒ National Association for the Education of Young Children

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Primary Schools with Students Like Ours</b>	<b>Median Primary School</b>
<b>Students (n= 38)</b>				
First graders who attended full-day kindergarten	N/R	N/A	99.0%	99.6%
Retention rate	30.0%	Up from 7.7%	4.4%	4.7%
Attendance rate	94.3%	Up from 89.3%	95.4%	95.8%
With disabilities other than speech	19.0%	Down from 29.5%	4.2%	3.8%
Older than usual for grade	10.0%	Up from 0.0%	0.3%	0.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

**Teachers (n= 5)**

Teachers with advanced degrees	N/A	N/A	57.0%	53.2%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	N/A	N/A	0.2%	0.0%
Teachers with emergency or provisional certificates	N/A	N/A	2.8%	0.0%
Teachers returning from previous year	N/A	N/A	91.7%	90.6%
Teacher attendance rate	93.5%	Up from 86.8%	94.2%	94.6%
Average teacher salary	N/A	N/A	\$42,871	\$43,053
Prof. development days/teacher	9.2 days	Down from 17.3 days	17.4 days	17.2 days

**School**

Principal's years at school	10.0	No change	4.0	2.0
Student-teacher ratio in core subjects	8.6 to 1	Down from 10.0 to 1	18.8 to 1	19.3 to 1
Prime instructional time	87.1%	Up from 74.7%	87.5%	89.2%
Dollars spent per pupil*	\$36,404	Down 0.7%	\$6,010	\$6,176
Percent of expenditures for teacher salaries*	59.1%	Up from 55.2%	60.8%	63.2%
Percent of expenditures for instruction*	72.0%		67.0%	67.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	
Student attendance rate in this school	94.0%*	Yes

\* or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

From birth, and throughout their lives, children with special needs are diagnosed, followed, evaluated, and monitored. Every agency representative becomes a crucial part of what often has become the puzzle of this child's life. With this in mind the Meyer Center has made a commitment to provide high-quality developmental education, therapy and family support services so children with disabilities will have an opportunity to reach their maximum potential and become productive citizens in our community.

Generally, students that receive direct services at the Center are children that have been diagnosed with a condition affecting their motor development such as cerebral palsy, spina bifida or genetic syndrome. The Center also provides support services for families caring for students with disabilities. These services include individual and group support, coordination of community services, school transition assistance and transportation services.

During this school year a team of 5 teachers, 10 paraprofessionals, 4 occupational therapists, 5 physical therapists, 4 speech therapists and 1 music therapist provided a comprehensive range of developmental services to 43 charter school students ranging in ages 3-7. These children achieved an average of 78% of their annual education goals and 72% of their annual therapy goals, and at year-end 15 of these students were ready to transition into other public school settings.

In 2005 the Center was proud to be accredited by the National Association for Education of Young Children (NAEYC). In the 20 years this Accreditation has been established, it has become a widely recognized sign of high quality early childhood education programs.

As an NAEYC accredited school, families are assured that Meyer Center strives to reach the highest professional standards, and that children enrolled in the program are getting the best care and early childhood learning experiences.

**EVALUATIONS BY TEACHERS**

	Teachers
Number of surveys returned	7
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	85.7%
Percent satisfied with school-home relations	100.0%